The Classical Outlook

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VERGIL IN COLLEGE LATIN

By Mary F. Tenney
Newcomb College

VERGIL, FIRST of Roman poets, for Dante "the glory and light of all other poets" and his "true master and maker," for the American Philological Association the leading topic of its *Transactions* for 1957, has recently been highlighted by Professor John R. Workman in his stimulating article on "Teaching Ideas in the *Aeneid*" to rather advanced college students (see THE CLASSICAL OUTLOOK for October, 1958). In this article he refers in passing to his method of presenting Vergil in more elementary classes. The problem class, made up of those with two years of Latin in secondary school and a blank of one or more years and of those with one year of college Latin, is treated with helpful details by Professor Lucy A. Whitsel in THE CLASSICAL OUTLOOK for November, 1958, in her paper, "Bridging the Gap." While it seems to be uncommon at this level to spend the entire year on Vergil alone, at Newcomb College we have done nothing else for many years. For when my colleague asked me one day: "If we begin second-year Greek with review and the *Iliad*, why not Latin with review and the *Aeneid?*", "Why not indeed?" said I, and there has been no regret. Hellenists move to Homer or Plato; need Latinists feed on lesser fare? If we practice less syntax, perhaps, than with the snippets of Caesar and Cicero so disliked by our former classes the first semester, yet the transition is easy from Vergil to Horace, and a summary of subjunctive constructions accompanies the opening pages of the *De senectute*, while those who take only one course have spent their college time on a masterpiece. The girls respond to Vergil, as do Professor Workman's men, even in the period of an apprenticeship so slow that they are lucky if they reach Laocoön and the Wooden Horse by the end of the first semester.

How do we manage difficult Vergil? Review at first, of course. But forms, not syntax, are the prime and utter necessity, and they swim back into consciousness under organized presentation. On the first day several students still remember *rosa* or *puella*, surprising themselves. Then I set up a picture, across the board, of the endings of all five declensions, side by side, plurals under singulars, with sample words at the top. I begin with the ablative-singular location, showing the key letters across the board. Then the accusative singular (resembling "him" and "whom"), the accusative plural (resembling the English *s* plurals), the genitive plural, the easy dative-ablative plural, and the rest. The third declension is allotted a larger space, to be developed on the second day with many samples for stressing the genitive stem, neuters, and adjectives. The class can then get back the pronouns themselves, after boxing the common genitive and dative singulars. On the second day also several lines of Vergil appear on the board, as one might project passages by lantern slides. Here we can hunt for adjective-noun pairs, seeing how useful it is to know the chart of endings crosswise. We phrase and translate the lines together and read them in Latin together, without explanation of meter at first, but soon the mysteries are revealed and the class copies and scans the first seven lines at home by following the rules for syllable length and marking the length beneath the line. At the next meeting it is pleased to discover conflict and coincidence of word stress and verse beat, again from the board, and it memorizes the seven lines without protest for group recitation, separate recitation, and writing. Periodic review of scansion has been found necessary, but we read aloud to hear the poetry, though not often enough. Later we learn the twelve lines beginning *O socii*, scanned only for elision. The meter is ringing in the ear. It must march, not waltz, this "stateliest measure ever moulded by the lips of man."

Now verbs. The first two conjugations are faintly familiar, so we start verb analysis and synthesis at once. The verb outline has three parts: 1) the principal parts in their five types, with stems split off and labeled *A* and *B* and *C*; 2) the three sets of personal endings, dubbed *x* and *y* and *z*; 3) the tense signs, with a synoptic table each for the indicative, the subjunctive, the participle, and the infinitive, all but the subjunctive with meanings to be recalled. The students work up a few indicative synopses, contrasting the first and second conjugations with the third and fourth, until the underlying pattern emerges. The final table, with active and passive beside each other (too often not so in textbooks), shows two imperfect tense signs, *-ba-* and *-eba-*, and the two futures, *-bi-* and *-e-*. This approach appeals greatly to the cleverer, and gradually even to those who need extra help. It permits the review to run no more than three weeks, while at the same time we have perhaps translated the first hard thirty-four lines together from the board and proved ourselves for better or worse in a test. When Aeneas and his men sail joyously from Sicily the class sets sail alone, and, it is fair to admit, steers a wobbly course, making haste slowly. One ship goes down in the first long quiz, but bobs up again; some should-be B's are caught in the

LEUCONOE

(HORACE, ODES 1.11)
Translated
By Ralph Marcellino
West Hempstead (N.Y.) High School

Ask not the silent gods (they will not tell it!),
Ask not the babbling stars (for fear they may!)
When it must come for us—that fateful hour
That takes us on our final, fatal way.
Better, whatever's fated, to endure it.
And whether they've assigned us, those on high,
Another winter's lease or this the last
That hurls the waves upon the rocks to die,
Be wise, Leuconoë, and drink your wine.
And since, at best, the course of life is short
And quickly run, cast distant plans away!
The hour just come has already gone —for ever.
Ah, sweet, trust not tomorrow! Live today!

sandbars of C because they ignored the summary of the few subjunctive uses so far met and the harder but necessary case rules, which are the only ones stressed. But now parsing participles seems of use, the instructor's Helpful Hints appear valuable, and the story is admittedly interesting. We speak of the *-nt-* or *-ing* participle, the *-t-* or *-s-* one, the *-ur-*, the *-nd-*, and all are sure at last that the *-nt-* participle in long *-is* is Vergil's poetic accusative plural. We look for the 1-2-3 order, the participle in the middle modifying its noun and verbally governing whatever trails in third place.

To the student the heavy Vergilian vocabulary seems the bugbear. So one day the blackboard displays some English nouns along the top: ship and its parts; sea and waves; wind, storm, air, clouds, lightning; beach, rock, sand. The Latin words come quickly from the group. Another day recurrent verbs go up in types for practice. In general the class is encouraged from the start by our text, the 1930 Heath edition of the first six books by Clyde Pharr. We attend to the most common and known vocabulary on the extensible sheet at the back. All other vocabulary is on the page with the poetry, no matter how often repeated. The starring of repeated words gives them importance. While the handiness of the vocabulary becomes too easily a crutch, any placement of the words is a problem. To facilitate review, we may underline the meaning chosen for the passage; to think before we glance, we cover the vocabulary in class at all times. We see the poetry whole in our paper texts for quizzes. We review daily, expecting good and steady utterance there at least, but to ease tension and lessen boredom the girls often may volunteer for parts in the early weeks. Later on, only problems are considered in the review.

The first book of the *Aeneid* is not dull, varied as it is with narration, description, speech, characterization. The Quest is set forth, the mountainous toil that leads through the housing of the gods of Troy in the new colony to Vergil's Roman world. Juno is malicious but has her reasons for impeding the pioneers—one of them in Tennyson's *Oenone*. Aeneas prays in the storm and recalls his encounter with Diomedes in the *Iliad*—English *Iliad* and *Odyssey* lie bookmarked on the instructor's desk. Neptune's calming the sea explains the seal of the *Atlantic Monthly*, peace through letters between the Englands old and new. The first simile on the man of *grauitas* seems a Roman original, while the busy bees of flowering spring, the second simile, recall Homer's first, the clustering bees, with Milton mingling both at the end of the first book of *Paradise Lost*. The winds roar, the mountain of water descends, men and Trojan treasure swim and float —and Scott quotes the line from memory, for two words are reversed in his *Heart of Midlothian*. Aeneas veils his deep anxiety as he dares his men to hope, to believe that "*forsan et haec olim meminisse iuuabit*," as Vergil adds to Odysseus' pep-talk to his sailors the goal of Troy born anew. Aeneas goes scouting with faithful Achates—and in *So Red the Rose* Stark Young has the mulatto who saved the family silver while the plantation burned presented with a watch inscribed on the inner lid: "William Veal, Fidus Achates of the McGehee family." Now the stags supply the barbecue. Now the huntress is met, who could outrun Vergil's and Milton's "swift Hebrus," dressed like the Diana of Versailles, greeted "*O dea certe*"—as Shakespeare had Ferdinand greet the wonder named Miranda; Thackeray let the words spring to the lips of lonely little Henry Esmond when Rachel Castlewood first swam into his ken. The twelve swans augur safety for the remaining ships before Aeneas recognizes his long-robed roseate mother by her walk, ever-receding like his Italy. The hero yearns for his own abode, seemingly far in the future, as he sees Dido's heights already rising, in the fashion of a Roman city. This charming young widow, who has seen a beloved ghost, dug buried treasure, sailed the Mediterranean westward, bought land with a clever trick, is the *dux femina facti*, the title appropriated by Elizabeth I after the defeat of the Spanish Armada. Dido is Lady Gracious herself, while the plot to fool honest people is hatched under the smile of Venus the Mother, who does not foresee that her son too will pay, himself denied for all his gift to the promised future. The love-tragedy already is under way and holds attention, as do mere jewelry, palace hangings, gold plate, and banquetings; and suspense is high when, after the minstrel's Lucretian Genesis, the high-pitched questions come: "How huge was Achilles? What Greek trick broke Troy? What adventures in seven years of wandering?" And Desdemona sits breathless while the grief-filled stranger begins the tale of which he has been a great part. Here is a semester! Hero man and queenly woman, gods and rival goddesses, movement in story, movement and sound in sea and sky, beauty in harbor landscape and the dark forest, art and the tale of Troy on the bronze temple doors, magnificent prophecies of a future of peace, love kindled after seven years of buffeting on land and the deep (longer than a Nantucket whaler cruised in quest of Moby Dick), and lines to know like, "*O passi graviora, dabit deus his quoque finem.*"

A former student of the Vergil class, trying to explain her love for the *Aeneid*, said that the echoes in English literature make the old story less distant and more real to us today. They surely are part of the fun. Before the year is over and the anchor is thrown from the prow we may glance at Dante's *Inferno* and scholar-critics like Rand, Bowra, Van Doren, Jackson, C. S. Lewis in his *Preface to Paradise Lost*. But howsoever, we shall have spent the year with the great.

"Light from out the vanished ages,
Star that gildest yet this human shore,
Golden branch amid the shadows,
Kings and realms that pass to rise no more,
I salute thee, Mantovano."

And with this rests the defense for Vergil in college Latin.

SUMMER SCHOLARSHIPS FOR TEACHERS

The following scholarships for study abroad available to teachers of the classics have come to our attention:

Scholarships of the American School of Classical Studies at Athens. —Three or more scholarships, with a stipend of $500, will be available for the summer session of 1961 at the School. Undergraduate and graduate students and teachers of the classics may apply. Applications must be received before January 15. Full information may be obtained from Professor Gertrude Smith, University of Chicago, 1050 E. 59 St., Chicago 37, Ill. In addition, the American School grants a stipend of $250 to any winner of a regional scholarship who enters its summer school.

Scholarship of the Classical Association of New England.—An award of $400 is available to a secondary-school teacher of Latin or Greek who is a member of the Association, for summer study at the American Academy in Rome. Applications

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must be in by February 1. Information may be obtained from Miss Elizabeth C. Bridge, 7 Linnaean St., Cambridge 38, Mass.

Scholarship of the Classical Association of the Atlantic States.—A grant of $400 is available for a secondary-school teacher who is a member of the Association, and who most nearly fulfills the qualifications laid down by the Association, for summer study at the American Academy in Rome. Applications must be in not later than February 1. Inquiries should be addressed to the President of the Association, Professor E. Adelaide Hahn, Hunter College, 695 Park Ave., New York 21, N. Y.

Scholarship of the Classical Association of the Middle West and South.—See THE CLASSICAL OUTLOOK for November, 1960, p. 15.

Scholarship of the New Jersey Classical Association.—A grant of $200 for study at the summer session of the American Academy in Rome is available to a member of the Association. Information may be obtained from Dr. Edna White, 127 Summit Ave., Jersey City 4, N. J.

Scholarships of the Ohio Classical Conference. — See THE CLASSICAL OUTLOOK for December, 1960, p. 26.

Scholarship of the Pennsylvania State Association of Classical Teachers.—The Edith M. Jackson Rome Scholarship carries a stipend of $200 for summer study at the American Academy in Rome. It is awarded to the Pennsylvania teacher of secondary-school Latin who most closely qualifies according to rules laid down by the Association. Applications must be submitted by January 15, to Miss Frances M. Goodwin, McGuffey High School, Claysville, Pa.

Scholarship of the New York Classical Club.—A grant of $400 will be available for summer study at the American Academy in Rome or the American School of Classical Studies at Athens. Any member of the Club in good standing for at least two years may apply, but preference will be given to applicants who are now actively engaged in teaching Latin or Greek, or who are now graduate or undergraduate students of Latin or Greek and who intend to devote their future teaching primarily to Latin or Greek. Applications should be sent by January 10 to the President of the Club, Professor Jotham Johnson, New York University, New York 3, N. Y.

Scholarships of the University of Pittsburgh.—The Marshall Memorial Scholarships for study abroad annually grant one or two awards of $500 each for summer study in Athens or Rome. Preference is given to persons having some affiliation with the University of Pittsburgh. Further information may be obtained from Professor Arthur M. Young, 3328 Cathedral of Learning, Pittsburgh 13, Pa.

Scholarship of Victoria College, Toronto, Canada.—Victoria College of the University of Toronto offers a summer traveling scholarship in classical studies of the value of $1200, to be used in the summer of 1961 at the American Academy in Rome or (with special permission) at the American School of Classical Studies at Athens. The scholarship is open only to graduates of Victoria College, and is awarded biennially. Further information may be obtained from Professor D. O. Robson, Victoria College, Toronto 5, Canada.

Scholarship of the Vergilian Society of America.—One scholarship of $400, possibly two of $250 or $300 each, will be available for two weeks of study at the Villa Vergiliana, or on the Society's Classical Tour, during the summer of 1961. Candidates must be members of the Society, and must apply before March 1. Further information and application forms may be obtained from the Secretary, Mr. Howard Easton, Cilley Hall, Phillips Exeter Academy, Exeter, N. H.

Scholarships of the Eta Sigma Phi Honorary Classical Fraternity.—Two scholarships are available, for the summer of 1961, one for study at the American Academy in Rome with a stipend of $350, the other for study at the American School of Classical Studies at Athens with a stipend of $300. Eligible are Eta Sigma Phi alumni who have received the bachelor's degree since January 1, 1956, or will have received it in or before June, 1961, and who have not yet received a doctoral degree. The intention of candidates to teach the classics will be a consideration in the awarding of these scholarships. Inquiries and requests for application blanks should be addressed to Professor H. R. Butts, Birmingham-Southern College, Birmingham 4, Ala.; applications must be submitted to Professor Graydon W. Regenos, Tulane University, New Orleans 18, La., by January 31, 1961.

In the case of regional scholarships, the American Academy in Rome remits its tuition charge.

For information about the scholarships of the American Classical League see THE CLASSICAL OUTLOOK for October, 1960, p. 5.

For information about grants available under the Fulbright Act see THE CLASSICAL OUTLOOK for November, 1960, p. 19.

CALL FOR SUMMER COURSES

For several years the May issue of THE CLASSICAL OUTLOOK has contained lists of summer courses in Latin, Greek, ancient history and civilization, ancient art, archaeology, classical literature in translation, linguistics, general language, and the teaching of high-school Latin, which were being planned by colleges and universities throughout the country. Copy for the May, 1961, issue must be in by March 1. Members of college and university faculties who can supply lists of projected summer courses by that date are earnestly requested to send them to the editor,

Konrad Gries, Queens College, Flushing 67, New York. Please do not send catalogues.

UNDERGRADUATE AND GRADUATE SCHOLARSHIPS

Among the many undergraduate and graduate scholarships available in this country to students of the classics, the following have come to our attention:

Amherst College has the Harry de Forest Smith Scholarship in Greek, open to students who will enter Amherst next fall. A competitive examination for boys in their senior year in secondary school who have had two or more years of Greek will be held in March. Further information may be obtained from Professor John A. Moore, Amherst College, Amherst, Mass.

Harvard College has the George Emerson Lowell Prize Scholarships for demonstrated excellence in both Latin and Greek and in Latin. Stipends for each of these two scholarships vary from $100 upwards, depending upon the financial need of the recipient. Winners will be chosen on the basis of a special examination to be held in April at the candidate's school. Candidates are expected to apply through the officers of their school. Harvard also offers a number of classical scholarships to students already in residence. For further information address the Commitee on Scholarships, 20 University Hall, Cambridge 38, Mass.

Indiana University has scholarships on the David and Jennie Foster Curry Fund, from which at least six grants, of from $100 to $200 each, are made every year for study in the classics; also, the Lillian Gay Berry Scholarship, which goes each year to an outstanding junior or senior student who intends to become a teacher of Latin. In addition, yearly awards are made from another Lillian Gay Berry fund to deserving students for the purchase of books in the field of the classics. Freshmen are eligible for the Curry scholarships. Candidates should write as soon as possible, and before April, to Professor Norman T. Pratt, Jr., Indiana University, Bloomington, Ind.

The University of Kentucky offers the Haggin Scholarships and Fellowships for students wishing to take the M.A. in Latin and/or Greek. These awards bear stipends of from $600 to $750, with no teaching or departmental duties required. Recipients pay the same fees as citizens of Kentucky. Application forms and further information may be had from Professor Jonah W. D. Skiles, University of Kentucky, Lexington, Ky.

The University of Missouri offers the Walter Miller Fellowship for graduate study in classical languages and archaeology, which pays a stipend of $1000 for the year. Incidental fees amount to $200 for the year, while there is no tuition. Gregory Fellowships paying the same amount are also available. Full information may be obtained from the Department of Classical Languages, 211 Jesse Hall, Columbia, Mo.

The University of North Carolina has available a teaching fellowship paying $2000 for the year for a student majoring in Latin or Greek toward an advanced degree; also nine part-time instructorships in classics at stipends of $1150 each and two assistantships at stipends of $900 each. Further information may be obtained from Professor Albert Suskind, University of North Carolina, Chapel Hill, N. C.

The Phi Beta Kappa Mary Isabel Sibley Fellowship is this year being offered for the study of Greek language, literature, history, or archaeology. Candidates must be unmarried women between 25 and 35 years of age who have demonstrated their ability to carry on original research. Eligibility is *not* restricted to members of Phi Beta Kappa. The Fellowship carries a stipend of $3500. Applications must be filed before February 1. For forms and further information address the Mary Isabel Sibley Fellowship Committee, The United Chapters of Phi Beta Kappa, 1811 Q St., N. W., Washington 9, D. C.

The University of Pittsburgh has several undergraduate and graduate scholarships available in the field of the classics on the Robert S. Marshall Memorial Fund. Full information may be obtained from Professor Arthur M. Young, 3328 Cathedral of Learning, Pittsburgh, Pa. For information about the Andrew Mellon predoctoral and postdoctoral fellowships address the Dean of the Graduate Faculty, University of Pittsburgh, Pittsburgh 13, Pa.

Rockford College is offering to a freshman entering in September, 1961, a Latin Scholarship of $1000 ($500 for each of two years). The award will go to the applicant ranking highest in the Latin Achievement Test of the College Entrance Examination Board, and is open to both men and women. Applications must be made through the College Scholarship Service, Princeton, N. J., and should be filed by March 1. Interested candidates are asked to write to the Director of Admissions, Rockford College, Rockford, Ill., for further information.

The University of Texas has the William James Battle Fellowship in Greek Studies, which is open to graduate students with a major in Greek. It carries a stipend of from $1500 to $2000. A few teaching assistantships in Classical Languages are available to qualified graduate students. Information may be obtained from Professor H. J. Leon, The University of Texas, Austin 12, Tex.

The College of Wooster provides four scholarships in classical languages annually, distributed so that each entering class has at least one. The maximum amount for each scholarship is equivalent to full tuition, the amount itself being based on financial need, with a minimum award of $100. These scholarships are awarded only to students planning to major in Latin or Greek. For further information address Dr. Robert S. Cope, Registrar and Director of Admissions, The College of Wooster, Wooster, Ohio.

For information about the American Classical League's Junior Classical League College Awards see THE CLASSICAL OUTLOOK for October, 1960, p. 5.

LETTERS FROM OUR READERS

THE PUBLICATION OF CLASSICAL TEXTBOOKS

Professor Clyde Pharr, of the University of Texas, sends in the following timely advice:

"The problem of publishing suitable textbooks in classics is becoming increasingly difficult, since the well-known commercial publishers are ordinarily not eager to undertake new publications that do not promise good returns on their investment.

"The aspiring author of a new textbook in classics should first try his luck with some of the standard textbook publishers. If he is rejected, his next possibility is one of the many university presses. Since these presses are endowed and do not need to make a substantial profit on every book that they publish, many of them are beginning to look with favor on the publication of textbooks in classics. The final resort is private publication. This method is now be-

ing successfully employed by more than one author. The expense of publication is usually recovered, the author has the satisfaction of using the text that he prefers, and he acquires considerable prestige. Some of the commercial presses will undertake publication if the author will invest a specified sum, with the agreement that he will receive considerably larger royalties. Some authors find this a satisfactory arrangement.

"A warning must be issued against the fraudulent firms which advertise widely that they will publish your book for an agreed consideration, but then merely print the book while doing little or nothing to promote its sales. They thus fulfill the letter of the law and 'publish' the book, but since they do not actively promote sales, such books are commonly failures.

"Finally, I believe that the time has come for us classicists to interest the great foundations in this matter, which has now become crucial. If we make a concerted effort, it should be possible to enlist their active support, as happened some forty years ago when they financed the Classical Investigation."

AN EXCHANGE OFFER

Miss Isabel V. Eno, of the Waverly-Shell Rock Community High School, Waverly, Iowa, writes as follows:

"Several Latin projects have proved so popular that I repeat them each year.

"Latin I: 1) an alphabet book (Assign each student a letter from the Latin alphabet. Let him choose a word from that section of the vocabulary and make an illustrated page); 2) a map showing place names derived from Latin; 3) cartoons illustrating the words derived from an assigned Latin root; 4) translations of Latin Christmas and Valentine greetings; 5) singing Christmas carols in Latin. Several of these projects offer interesting bulletin-board material.

"Latin II: 1) a Latin program for the sixth-grade classes which are studying a unit on Roman history (This program usually includes antiphonal Latin-English readings of the Twenty-third Psalm and the Lord's Prayer, the singing of 'Adeste Fideles,' and the dramatization of a geography lesson. Following the program, pairs of Latin II students teach small groups of sixth-graders to count to ten in Latin); 2) a Latin banquet (Foods are limited to those known to the Romans. The Latin II class takes a collection to provide the meat; their slaves, the first-year students, and their guests, students who have completed two years of Latin, each provide a portion of the 'assigned pot luck.' Last year's theme, the Olympic Games, provided unusually interesting entertainment, beginning with a runner bringing the torch to the altar and continuing with contests of throwing the javelin —a tooth pick—and the discus—a paper plate, etc.); 3) translations of Latin versions of the Christmas and Easter stories, copied from former issues of THE CLASSICAL OUTLOOK; 4) translations of mottoes and sales slogans (See *Life* for March 24, 1947, p. 148); 5) a sixth-grade Latin club (Last year ten girls agreed to serve as teachers in this project. Though they were busy with both school and community activities and at least two of them were carrying five subjects, they loyally reserved a half hour for the club once a week after school. Interest among the sixth-graders was strong enough to provide good attendance from Thanksgiving to the spring vacation. We developed our own materials, which included the following activities: producing an illustrated booklet of the Christmas story in Latin and English; learning to sing 'Adeste Fideles,' 'America,' and a round in Latin; memorizing the Latin numerals to ten and illustrating simple problems like '*Unus puer et duo pueri sunt tres pueri*' on the flannel board; translating stories about geography, Janus, Mars, St. Patrick, the planets, and the lives of Roman boys and girls; memorizing the Latin names for parts of the body and playing '*Caesar dicit . . .*' —a variation of 'Simon says . . .'; and working with derivatives).

"I shall be happy to exchange materials with other teachers engaged in similar experiments with grade-school Latin instruction, for I hope that this year's class will be interested in promoting the club again."

JCL VISITS THE SOUTHWEST

By M. D. LaFountain
Trenton, N. J.

IT WAS a happy circumstance that prompted the Junior Classical League to choose the University of New Mexico as the locale for its seventh annual convention. Billed as the "Land of Enchantment," Albuquerque and the surrounding territory truly did enchant the 1284 delegates fortunate enough to be present at this, the greatest of all JCL conventions to date, and many a tear was shed on the last day as the boys and girls realized they must leave this dream world.

Registration began at 1:00 p.m. on August 7. Those delegates who arrived by train and plane were met by student receptionists and conducted to the University. Most, however, traveled by bus. Imagine, if you can, this procession of busses from thirty-two states pulling up before the registration bureau and disgorging vast numbers of boys and girls, many weary from long hours and hundreds, even thousands, of miles of travel. Rapidly each line filed up to the registration desk and gradually melted away, only to be replaced by another, until by 11:00 p.m. all had been cared for.

The center of activity for most of the JCL functions was the New Mexico Union, a beautiful building less than a year old, air-conditioned throughout. Here were located, in addition to the registration bureau, a large lounge, a cafeteria, a ballroom for general meetings, and numerous smaller rooms. Also available in this building were facilities for bowling, table tennis, billiards, cards, chess, checkers, dominoes, reading, dancing, and record playing; a snack bar; and a book store. Just across the street, in the Johnson Gymnasium, was the swimming pool, and only a five-minute walk away was the university golf course. What more could possibly have been desired!

Mile-high Albuquerque, which has grown from 50,000 to 200,000 in the last fourteen years, is blessed with a wonderful climate—warm during the day and cooling at night—and little rain. The adobe-type construction much in evidence here was strange to many from other sections of the United States, as was the coloring of both buildings and landscape. The delegates had a golden opportunity to see much of all this on their one-day sight-seeing tour, which took them to Sandia Crest (with an elevation of 10,678 feet, from which point five states can be seen), to Kirkland Air Force Base, to the Indian reservation called Isleta Pueblo, and to Old Town for luncheon, where they were introduced to the hot delicacies famous in this part of the country.

The main purpose of the Junior Classical League is to hand on the torch of classical civilization to the modern world. One reason for having the national convention is to find more and better ways of doing this.

Accordingly, there were nearly three days of general sessions, committee meetings, workshops, discussion groups, and executive-board meetings planned and carried out by the delegates themselves. Many are the favorable, even incredulous, comments from adults seeing this convention for the first time, because they hardly believe that such a tremendous project can be the work of high-school students—yet to a great extent it is.

Behind every youth organization lies a helping hand, and for JCL there are many: all the teachers who sponsor individual chapters, the state chairmen, the members of the national committee, the parents and friends. In addition, at this particular convention, more than twenty-five very prominent men and women were on hand to lend their talents to the success of the program. This list included the Governor of New Mexico, the Superintendent of Schools of Albuquerque, the Vice-President of the University of New Mexico, the President of the American Classical League, doctors, dentists, members of the clergy, pharmacists, nurses, lawyers, engineers, scientists, architects, and several university professors, to all of whom JCL owes a great debt of gratitude.

JCL'ers do not lack for entertainment at their conventions. On Sunday afternoon, for those who had registered early, there were films of New Mexico life, including fiestas, Indian ceremonials, and the famous Carlsbad Caverns. Sunday evening, while the executive board was in session, the delegates were treated to a program of Indian dances, Spanish dances and songs, a western-wear style show, and singing by the Shrine Chanters. The get-acquainted mixer, always a popular feature, was held on Monday evening in the ballroom, with the Louisiana delegation in charge, while on Wednesday evening Texas took over with a presentation of the story of the journey of Aeneas and Dido into Hades. Twice during the convention the local TV station televised interesting scenes of JCL activities.

The two spectacular features of the convention were the Roman banquet and the Olympics. The former took place in the ballroom, the entire floor of which was covered with tables placed only a foot high, a procedure made necessary by the fact that the participants sat on the floor, since reclining couches were lacking. Imagine nearly thirteen hundred people, all dressed in Roman costumes of various hues, filling this huge room and feasting on traditional Roman fare. Undoubtedly no such scene on so big a scale has ever taken place in modern times.

The Olympic Games were held in the stadium. Contestants vied in foot races, chariot races, wrestling, gladiatorial combats, javelin and discus throwing, and archery, but before these events took place the entire group of delegates in their Roman dress formed in a procession one eighth of a mile long and paraded around the track. Shades of the ancient triumphal procession! First came the trumpeters blowing a continuous fanfare, followed by the Emperor borne on a litter by eight faithful slaves, eager charioteers proudly driving their teams of prancing horses (four girls to a chariot), gladiators about to die for the entertainment of the populace, other contestants in the games, and then the spectators. When all were seated, a nearly exhausted runner appeared carrying the Olympic torch. Between events a costume contest for boys and a combined costume and beauty contest for girls kept the entire group in suspense until the winners were announced. Those who were privileged to witness this magnificent bit of pageantry will always have in their memories a picture so unusual as to be impossible to obtain at any place other than a JCL convention.

Beautiful cups were awarded Henderson and Provine High Schools as winners in the national publicity contest. In the song contest the New Jersey entry was chosen to supplement the original JCL song. Cups for first place, and ribbons for second and third, were also given to the successful contestants in the mythology and the derivative competitions, while three Texas schools walked away with all three places in the ratings for scrapbooks.

As usual, there was keen rivalry for the national offices. Nominating, campaigning, and finally elections kept the delegates on edge for two days. In the never-ending pattern of the old being replaced by the new, the seven outgoing officers, namely, Ernest Polansky, George Berger, Fay Rorro, Michael Feda, Carol Harrington, Sallee Horhovitz, and Diana Dean proudly but sadly gave their farewell speeches and relinquished their places to the new slate: President — Fulton Huxtable (Earle, Ark.); Vice-President—David Selim (Bartlesville, Okla.); Secretary — Elaine Parke (Wheat Ridge, Colo.); Treasurer—William Hayes (Caldwell, Ohio); Parliamentarian—Robert Hauberg (Jackson, Miss.); Historian—Ruth Berkelhammer (Trenton, N. J.); and Editor of TORCH: U.S. — Alyce Gray (Henderson, Tex.).

As successful a convention as this is truly the result of the combined efforts of many people, but two individuals were probably most directly responsible for the smooth running of this one. They are Mrs. Rhea Miller, of Albuquerque High School, the general chairman, and Ernest Polansky, National JCL President for 1959-1960, who was ably assisted by JCL members in the various high schools of Albuquerque. To them JCL extends its profound gratitude.

The convention itself was adjourned at 12:30 p.m. on August 11, but for those who desired to remain a little longer in this "Land of Enchantment" (and four hundred did) a horseback ride with chuck-wagon supper was planned for Thursday afternoon and evening, while on Friday there was a bus trip to Santa Fe, the state capitol, and to Bandelier National Monument, to see the cliff dwellings.

Next August will find the convention at the University of Indiana. If you are a member of JCL, or a sponsor, or even one with a friendly interest in the purpose of our organization, plan to be there. It will be an unusual, inspiring, and momentous exent.

LATIN BY THE NATURAL METHOD

By Rev. Wm. G. Most
Loras College

MORE THAN one Latin teacher, after reading a set of examination papers, has perhaps asked himself, "Has it always been this way?" Even without any knowledge of the actual history of the matter, a moment's reflection should make one realize that, when Latin was still a native language, all sorts of people learned it thoroughly and easily—even children, even the feebleminded. But what happened after Latin ceased to be a vernacular? For the answer, we must turn briefly to history.

The point at which Latin passed into the Romance languages cannot, of course, be sharply defined, but it is safe to say that the transition came somewhere between 600 and 800 A.D. During that period, as men became aware how far their language had developed from its older form, they desired to preserve that older

form in the schools. As a result, Latin became a second language for many people, and such it remained for at least a thousand years.

During this long period, students had a strong reason for wanting to master Latin: any boy who wanted to get ahead, not only in the Church, but in secular pursuits as well, simply had to know Latin. Nor was it sufficient to be able to decode forty lines per hour in a plodding way; he had to read, write, and speak Latin fluently. And that he did.

Motives make a large difference, for if someone wants something very much, he will work earnestly. But in our case motives were not all: the method of teaching was quite different from that which today is considered traditional. Actually, the "traditional" method is very recent: its remote roots go back only to the middle of the fifteenth century, and its full-blown form is much more recent. The method that would really deserve the name "traditional," a method proved not only by theory but by a thousand years of successful use, is quite different.

The difference between this older method and the most commonly used method of today was dictated by the difference in goals, for during that long medieval period the purpose of teaching Latin was primarily to give the ability to handle the language with ease in both its written and its spoken form. At this point many teachers will probably wish to interrupt and say: "But today we do make it our goal to teach students to handle Latin with ease." In answer it must be pointed out that the goal proposed by an individual teacher cannot change the basic nature of the method he uses. If a man builds a factory and installs the machinery needed to produce refrigerators, the factory will turn out refrigerators even if many workmen in it really want to make motorboats. For it is the means chosen rather than the desires of the teacher that control the results. And those who have designed the so-called traditional method really had something other than fluency in mind as their primary goal. But let us return to our historical sketch; we shall see later the complete explanation of the problem we have raised.

In 1444, early in the Italian Renaissance, Lorenzo Valla published his *Elegantiae Latini Sermonis*. Valla found the Latin spoken in his day distasteful; in fact, he considered it barbarous. In an effort to improve it, he called for a return to ancient models—his own first love had been Quintilian. Now we will quickly admit that Cicero and Quintilian are splendid masters of style, and that Latinists of the fifteenth century could gain much by imitating them. But that would be true only if they obeyed that priceless norm of the true classical spirit, *mēden agan*, that moderation which characterized the golden age of Greek art, and the neglect of which always leads to decline. Since, however, the extremists in his following were to win out eventually, Valla really was "dealing a death-blow to the natural and colloquial use of the living language, and unconsciously promoting the growth of a servile Ciceronianism" (J. E. Sandys, *Companion to Latin Studies* [Cambridge, 1938], p. 850).

The most basic error of the extremists stemmed from their lack of knowledge of historical grammar. They thought that only the form of Latin used by Cicero was good; any change was decadence. They did not realize that a language is a living thing, and that living things must develop or die. We do not condemn Chaucer for not using the language of Beowulf, or Shakespeare for departing from Chaucerian English. If a language changes, it may become better or it may become worse. The essential question to ask is how efficiently, easily, beautifully it can convey thought. Now, strange though it may seem, the Latin of the late period is not merely equal to Ciceronian Latin in regard to the ease and accuracy with which it could communicate thought; it is definitely superior. To document this fact would require a long paper. Here let us note briefly two significant points: 1) a larger, more precise vocabulary and 2) an increased use of prepositions.

We must take care, however, not to fall into a natural misunderstanding. In saying that Late Latin is superior to Ciceronian Latin, we are referring only to its ability to convey thought with ease and accuracy. The artistic merit of various works raises an entirely different question, in answer to which we gladly admit that the Ciceronian period produced works of magnificent artistry. But so did later periods, and there have always been works of poor artistic quality.

By no means all men of the Renaissance agreed with the extremists: many had a deep appreciation for Late Latin and, by observing classical moderation, profited from Valla's suggestions. But, in time, the extreme faction won out: every word, every structure not found in Cicero had to go. Yet civilization marched on and, with increasing speed, developed new things, for which no Ciceronian words existed, while Latin, once the splendid international language of the western world, was forbidden to keep pace. The inevitable happened: practical men turned to the vernaculars, and the old need and use of Latin declined.

About this time, John Locke began to tell the educational world that the purpose of an education was not to teach a student content; that was something he was somehow to acquire after finishing school. What schools should give him was mental discipline. Latinists, finding the old motives for the study of Latin vanishing, seized on mental discipline as their goal. Their methods were well adapted to it, for the primary tools they gave their students were detailed grammatical analysis and the most minute imitation of Cicero. Their position is well stated by the distinguished grammarian Charles E. Bennett, who, speaking of the ability to read Latin without translating, said: "Those, now, who insist so strenuously on the importance of the direct subjective interpretation of Latin at the very outset of the study seem to me to advocate the acquisition of something which . . . if attained, is not likely to be of any greater educational utility than the French or German which an American lad might acquire by a moderate period of foreign residence . . . Would not the chief usefulness of

KNOW OF AN OPENING?

The success of the American Classical League Teacher Placement Service depends upon the extent to which prospective employers are informed about this service. Heads of classical departments and directors of placement bureaus are earnestly requested to refer to the Director of the Service Bureau any prospective employer whose requests for teachers of Latin or Greek they themselves are not able to fill. Teachers in the schools or colleges are also requested to report any vacancies of which they may become aware. Address the American Classical League Service Bureau, Miami University, Oxford, Ohio, or Professor W. L. Carr, University of Kentucky, Lexington, Ky.

Latin *as an instrument of intellectual discipline* vanish, the moment the mind of the pupil passed from its objective to its subjective contemplation? So soon as such a transition was effected, all need of translation would at once disappear, and with it *those minute and searching mental processes which constitute the most important functions of the study, and which give it its superior title to a place in the curriculum*" (cited from D. S. White, *The Teaching of Latin* [Chicago, 1941], pp. 132-133; my italics).

It is evident, then, that the chief goal of the "traditional" method is not free mastery of the language, but mental discipline. The means chosen to reach that goal are quite suitable: grammatical analysis, with its "minute and searching mental processes." (We do not deny the desirability of mental discipline, and, even in the method here advocated, it is included to some extent. It should not, however, be allowed to interfere with mastery of Latin.)

The "natural method," as we may call what is now to be described, proposes a return to the older, time-proved method, with certain adaptations dictated by modern conditions. Formerly, students began Latin between the ages of five and seven. The goal was fluency in the language. The means used was, substantially, the pure direct method, based entirely on the development of automatic habits. These habits were gained by frequent, extensive contact with very large quantities of Latin, always of a kind not too difficult for a given stage of the student's development. The natural method keeps this goal, and these fundamental means. But it is not a pure direct method: rather, it is semi-direct. For though it uses the basic principles of the direct method, it introduces a helpful modification. Since students now begin Latin at a later age, their reasoning powers are more developed. To rely primarily on reasoning would be to fall back into the so-called traditional method; but to make a very limited, carefully controlled use of reason through formal grammar gives a large gain. For the greatest inherent disadvantage of the pure direct method is its slowness. This can be overcome, without sacrificing its principal advantage, by a judicious, carefully measured use of formal grammar. Hence the natural method may be called semi-direct.

There are two key principles to the natural method. The first is that learning a language is learning a set of habits. To acquire these habits, the essential process used by natural speakers is carefully imitated: the students must have repeated, extensive contact with large quantities of the language, in forms never too difficult for a given stage of development. Further, this contact should be had in context. For natives do have and depend on the help of a context in using their language. To use isolated sentences is unnatural. Hence the texts that have been developed for this method provide much more than the usual amount of reading matter.

The student should follow three steps in his preparation: 1) He must read through each sentence, trying to follow it without translating. 2) If he has not been able to follow the complete thought, he may translate, not by mechanical grammatical procedure, but by reliance on the habits that are gradually being built up. 3) He must reread the entire section in Latin at least six times, trying not to think of the English. This final step is of great importance for habit formation, although it is difficult to get students to take it. (The efficiency of this rereading is shown by a study reported by C. H. Handschin in his *Methods of Teaching Modern Languages* [New York, 1923], pp. 238-239. In an experiment in learning modern-language vocabulary it was found that a group who studied vocabulary in context learned eight times as many words as those who studied vocabulary in lists.)

Let us note two other techniques that can be used for developing automatic habits. The first is the use of oral Latin, which, though not strictly essential, is of great value. The teacher may begin the year by asking very easy questions, of the sort that can be answered by a repetition of the question with the change of just one word. At the next stage, questions may be asked that can be answered by the reading of a phrase or sentence from the book. Even though the student merely reads, the teacher knows whether or not he has understood the oral question and the passage he has read. Later, the student may be gradually weaned from the book and trained to answer in Latin in his own words.

The second technique is employed to teach constructions. During the presentation of a new grammatical point the student should not be given a rule. Rather, he should be presented with a set of patterns, in both Latin and English, and told to imitate these patterns. Experience has shown that even first-year students quickly learn to follow fairly difficult structures if this technique is applied.

The other key principle of the natural method is the distinction between active and passive language mastery. A student has passive mastery of a form or structure if he understands it when he hears or sees it. He has active mastery if he can employ the form or structure himself. (There are, of course, many degrees between these two positions.) Since it is natural that passive mastery should develop much more rapidly than active mastery, the natural method does not insist on complete active mastery of each new item at once, but rather considers it sufficient to aim at passive mastery, while active mastery is gradually being achieved. Some items may be left largely passive until late in the first or even the beginning of the second year.

One of the important applications of this distinction between active and passive mastery appears in the teaching of verb forms. A study by Wm. H. Strain ("Efficiency in Teaching Latin Inflections," *Classical Journal* 33 [1937-1938], pp. 18-24) shows that of the forms used in the usual second-year books, 91 per cent are third-person forms. Hence the natural method begins with the third person, and aims at active mastery of these forms early, while requiring mostly passive mastery of the other persons for some time. Incidentally, a student should never be asked for the "third person singular present indicative active of the verb 'love'." Instead, he should be asked simply: "How do you say 'He loves'?" For if so complex a system of labels intervenes between the Latin and the English, or between the Latin and the student's comprehension, an unnecessary and highly abstract middle step has been introduced. Such a step may be conducive to mental disci-

CONTEST CLOSING

Readers are reminded that this year's Verse-Writing Contest will close on February 1, 1961. Entries should be sent to Professor Konrad Gries, Queens College, Flushing 67, New York. The rules of the contest may be found in our November issue, page 15.

pline; it does not lead to language facility.

We may recall that one condition under which the ancient, successful method operated was the presence of powerful motives that appealed to students. That situation has now changed, so that the old motivation is no longer to be had. The natural method attempts to replace it by creating interest. This interest should lie in the Latin that is read, not merely in peripheral matters, though such side interests are of course helpful. Hence, in place of numbered sentences that do not add up to anything in particular, and of endless mechanical drills, the natural method advocates the use of extensive continuous readings. In the first year, students may read a résumé of Roman history, followed, for variety, by a chain of Biblical stories. The contents of the second year should likewise be mostly in story form: more Old Testament stories, some of the *Lives* of Nepos, the pleas of Caesar and Cato at the Senate session on the Catilinarian conspirators. Actual experience with high-school students has shown that they enjoy such readings. Interest can be further increased by the use of much colloquial Latin in covering these stories, and the insertion of humor (in Latin) will serve the double purpose of increasing the interest and combatting the fear that often sets up a psychological block to learning.

To sum up, the natural method tries to imitate the processes used by native speakers and to follow out the principles successfully used for a thousand years in teaching Latin. Thus it is solidly grounded in long experience, sound psychology, and descriptive linguistics. Its basic technique is the formation of automatic habits through repeated, extensive contact with very large amounts of Latin, never too difficult and always in a natural context. At the same time, care is taken to co-operate with the natural tendency for passive mastery to develop more rapidly than active mastery. The contents are chosen with special emphasis on student interest, to provide for stimulation and to compensate for the lesser potency of current motivations. Finally, through increased fluency in the language, the way is opened to a fuller reception of Roman culture.

(Editor's Note: Father Most is the author of a textbook based on the method described above. Readers will find it reviewed in THE CLASSICAL OUTLOOK for January, 1959, p. 43. Requests for sample copies should be sent to the publisher, Henry Regnery Co., 426 South Spring St., Los Angeles 13, Cal.)

BOOK NOTES

Early Greek Elegists. By C. M. Bowra. New York: Barnes & Noble, 1960. Pp. [x] plus 208. $4.00.

This attractive volume is a photographic reprint of the Martin Classical Lectures for 1935, by the eminent British scholar, Sir Maurice Bowra, familiar to many of our readers from such outstanding books as *From Virgil to Milton*, *Sophoclean Tragedy*, and, most recently, *The Greek Experience*. The first lecture, "Origins and Beginnings," deals mainly with Archilochus, Callinus, and Mimnermus. The remainder discuss, respectively, Tyrtaeus, Solon, Xenophanes, Theognis, and "Simonides and the Sepulchral Epigram."

The reader must not expect basic or complete information on early Greek elegy here. Instead, the elegiac writings of a small number of poets are made the subject of an interpretive study whose stress shifts with the interest of the moment: from the exact meaning of a word or couplet to the reliability of an ascription to the character and the achievement of the poet. All the fragments discussed—and these early lyricists are extant only in fragments—are reproduced in the Greek; the accompanying verse translations, by such experts as Gilbert Highet, J. W. Mackail, and Gilbert Murray, add considerably to the charm of the book.

The publishers have done the educated public a real service by making these illuminating lectures available again.

—K. G.

The Bronze God of Rhodes. By L. Sprague de Camp. Garden City, N. Y.: Doubleday & Company, 1960. Pp. 406. $4.50.

In many of its aspects, the colorful and exciting period that succeeded the death of Alexander the Great has dwindled to a bare list of names and facts: Chares of Lindus created the Colossus of Rhodes; Dicaearchus of Messana was a Peripatetic philosopher, historian, and geographer; Apelles was Alexander's court painter; the Egyptian priest Manetho wrote about the religion and history of his country; etc. Where so much is unknown, it becomes the novelist's privilege to combine, to invent, to expand. When this privilege is exercised with verve and imagination, with a sense of the picturesque and the probable, with good humor and a flair for breezy writing, the result can be delightful. And when the novelist is, in addition, thoroughly familiar with his period, it can be instructive as well.

L. Sprague de Camp (author, a few years ago, of the amusing *An Elephant for Aristotle*) has given us just such a novel in his *Bronze God of Rhodes*. First and foremost a good story, it is the rollicking account, told by Chares himself, of that artist's adventures during the siege of Rhodes by Demetrius Poliorcetes, of his mad escapades on a mission to the Egyptian court of Ptolemy I, and of his struggles to complete the work of art on which his fame still rests. Along with the fun provided by the story, there is information too: the account of the siege is vivid and accurate; the technical descriptions of Hellenistic artillery weapons and of methods of bronze casting are clear and fascinating; the atmosphere of ancient Rhodes with its class distinctions, its factional politics, and its staunch patriotism, is brought to startling life. What does it matter, then, that the book poses no profound problems, presents no searching character studies? Or that the conglomeration of the famous sometimes seems a little implausible? After all, Antigonus, Berosus, Demetrius Phalereus, Euclid, Eudemus, Lysippus, Philemon, Zeno, and a dozen other worthies, did live at the same time. Why shouldn't they all appear in the same book?

—K. G.

Homeric Greek: A Book for Beginners. By Clyde Pharr. Norman, Okla.: The University of Oklahoma Press, 1959. Pp. xlii plus 391. $4.95.

This is a new printing of Dr. Pharr's revolutionary beginner's textbook, which was published in 1920 by D. C. Heath and Company, slightly revised in 1922, and reported out of print January 1, 1958. The only changes from the second edition of 1922 are a new title page, a new copyright page, a new preface to the present edition, and the rearrangement of the tipped-in illustrations. On pages xiii-xxviii, the author expounds his conviction that Homer's *Iliad* offers more attractive early reading material than does Xenophon's *Anabasis*, that the step from Homeric Greek to Attic Greek is easier than the reverse, and furthermore that the student should begin the reading of the actual text of the

Iliad at a very early stage in his study of the language. (The author offers this early opportunity in Lesson XIII on page 22.) On pages xxix-xlii, the student is introduced to Homer and the Homeric Age.

Lessons I-XII, which immediately precede the first actual selection from the *Iliad*, prepare the student for his first contact with the unmodified Greek text. Each of these first twelve lessons consists typically of references to the "Grammar" (on pages 207-342), a lesson vocabulary, an exercise in derivatives, and an exercise in translating a dozen or more isolated Greek sentences into English and a lesser number of English sentences into Greek. All of this material has a distinctly Homeric provenance. Lesson XII provides a review of all the grammatical matter presented in the preceding introductory lessons and a review vocabulary of 107 words which the student is told to learn "absolutely." The student is now ready to study the first five lines of the *Iliad*.

Lesson XIII and each of the lessons through LIII follow the pattern just described for Lessons I-XII except that the sentences set for translation from and into Greek are based on and designed to aid the student in the translation of the passage in that lesson taken directly from the *Iliad*. These passages range in length from 5 to 21 lines, and each passage is accompanied by copious explanatory notes.

Lessons LIV-LXXVII are similarly organized except that there are no isolated sentences set for translation and the passages taken from the *Iliad* are generally longer; they range from 8 to 22 lines per lesson and together they complete the 611 lines of Book I.

The "Grammar," repeatedly referred to in the lessons and the notes on the text, occupies pages 207-342. The seven pages which immediately precede the "Grammar" are devoted to an "Introduction to Attic Greek."

This reviewer notes with satisfaction the fact that throughout the body of the book sections are numbered consecutively as an aid to the teacher in making lesson assignments or in making cross references.

Pages 343-379 provide a Greek-English Vocabulary of 1717 entries. However, 522 of these entries are inflectional forms, contractions, elisions, or other variations which are likely to prove difficult for the beginner. They are printed in lightface type with cross references to the regular first-vocabulary forms or to the appropriate sections in the "Grammar." The English-Greek vocabulary on pages 380-391 contains 739 entries. There are 47 illustrations in the present edition, most of them repeated from the first edition of 1920.

Former users of *Homeric Greek* and others who may wish to make an interesting experiment will be happy to learn that the book is again available.

—W. L. C.

WANT A TEACHING POSITION?

The American Classical League maintains a very inexpensive Teacher Placement Service for teachers of Latin and Greek in school or college. For details of the plan see THE CLASSICAL OUTLOOK for November, 1960 (page 18), or address the American Classical League Service Bureau, Miami University, Oxford, Ohio.

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The Service Bureau has for sale over 600 inexpensive items for the use of teachers and students of Latin and related subjects. Each month in this space are listed materials of current interest or those to which we wish to call special attention.

A folder containing a more complete listing of materials is mailed each August and November to more than 23,000 Latin teachers in the country. A copy of the current folder may be obtained on request by writing to the Bureau.

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588. Cicero Walks with Washington and Lincoln at Midnight. A short play in English. 15¢
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Prepared by the Service Bureau in a new format, this is a large wall calendar, 17x23 inches, employing the Roman method of indicating the days of each month. $1.00.

THE ROMAN ORIGINS OF OUR CALENDAR

This booklet, prepared by Van L. Johnson, honorary president of the American Classical League, is designed to provide quick and correct information about the Roman calendar. Contains a model for the construction of a wall calendar for each month. Order as Bulletin LV. $1.00.

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These striking posters are 19" by 25", in colors. Prices: single posters, 50¢; any three posters, $1.35.

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6. Legal Terms. Several legal terms in Latin, with English translations.
7. Latin Phrases in Common Use. Several Latin phrases and their English translations.
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10. Scientific Inventions Chart. Revised 1957. Spaces are provided for pictures of a number of scientific inventions. Below each space is printed the Latin or Greek source of the name.
13. Pater Noster Chart. The Lord's Prayer in Latin.
14. The Atomic Age Speaks Latin and Greek. Some important atomic terms and their classical sources.

LATIN-ENGLISH DERIVATIVE DICTIONARY

This 48-page pamphlet lists in alphabetic order the 1362 Latin words which are the ultimate sources of the approximately 10,000 Latin-derived English words which an English-speaking person is most likely to encounter. Compiled by Rudolph F. Schaeffer and edited by W. L. Carr. A "must" for every teacher of Latin at any level and a very valuable aid to any teacher of English who knows at least a little Latin. Order as Pamphlet 62. $1.00.

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A new method for a quick reading knowledge of Italian, by way of charts and rules which show where Italian is *different* from Latin; all the rest is assumed as already known. For the final two weeks of a Latin course, to show the practical benefit of Latin. Also valuable for teachers and others who are going to Italy as an aid in learning to understand, speak, and read Italian. By Raymond V. Schoder, S. J. 50¢

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